DOCUMENT RESUME

ED 148 400 IR 005 599

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TITLE Selected Curriculum Materials Centers: Organization and Services.
PUB DATE Aug 76
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Curriculum Development; Educational Resources; *Instructional Materials Centers; Preservice Education; *Questionnaires; *Universities

ABSTRACT

A questionnaire was administered to eight universities in Illinois, Indiana, and Ohio to determine how their curriculum materials centers were organized and what services they offered. Data were collected for the following: titles of centers, purpose, resources, activities and services, location, administrative organization, organization of materials, hours of operation, and selection and acquisition of materials. Results show little or no consensus; therefore no trend was evident which would permit a recommendation of specific guidelines for curriculum materials centers. The types of materials offered by each center, administrative organization, and location were found to be similar; however, the titles, organization of materials, and activities and services of each center varied. A brief review of the literature and studies made by MacVean, Stull, and Johnson are included in the report. A copy of the questionnaire and tabulated results are appended. (Author/JPF)

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SELECTED CURRICULUM MATERIALS CENTERS: ORGANIZATION AND SERVICES

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August 1976

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Abstract

The purpose of this study is to see how the curriculum materials centers are organized and what services are offered by them. Universities in Illinois, Indiana and Ohio were selected for this study. Eight of them accepted to complete a questionnaire and seven were visited. Data are tabulated under the following headings: titles of the centers, purpose, resources, activities and services, location, administrative organization, organization of materials, hours that the center is opened, and selection and acquisition. The results of the questionnaires and visits show little or no consensus, therefore it is not possible to draw one trend or one main direction which would permit a recommendation of certain guidelines for curriculum materials centers.

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SELECTED CURRICULUM MATERIALS CENTERS:

ORGANIZATION AND SERVICES

Significance of problem

Before starting to organize centers, libraries, or laboratories, it is important to review what has been done already in that field and the specific standards recommended. But when it comes to teaching or curriculum materials centers, there are no generally accepted standards or criteria with respect to organization and evaluation. In the Recommended Standards for Teachers Education 1969, only one standard is applicable: "a materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and is adequate to support the teacher education programs."[1]

Little agreement is found in the literature concerning curriculum materials centers. First there is a wide variety of names used such as: resource centres,[2] curriculum laboratory,[3] or instructional materials centers.[4] They vary also according to the kind of materials included in the center and

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[1] Recommended Standards for Teacher Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1969)

[2] Richard Fothergill, Resource Centres in Colleges of Education (London: National Council for Educational Technology, 1973)

[3] Donald S. Mac Vean, "A Study of Curriculum Laboratories in Midwestern Teacher-Training Institutions," (Ph.D. dissertation. University of Michigan, 1958)

[4] Nevill P. Pearson and Lucius Butler, Instructional Materials Centers; Selected Readings (Minneapolis, Minn.: Burgess, 1969)

to the systems of classification in use. The significance of this problem justifies further study.

Related studies

Studies have already been made concerning curriculum materials centers in the Midwest. In 1956, selected curriculum laboratories were visited by Mac Vean. His purpose was to describe the status of curriculum laboratories in fifteen midwestern teacher-training institutions. He also identifies the features or characteristics which make these centers successful or outstanding, and shows the contribution of the center to a program of teacher education. Some of his conclusions are that:

> curriculum materials organized as a special collection are more useful that when shelved with other library volumes;
>
> it seems desirable that the person in charge have training and experience in both education and library work;
>
> and the selection of materials is, in most cases, very unsystematic.[5]

In 1957, a survey was made by Stull[6] in fourteen teacher education institutions also in the Midwest. Five of them were already included in Mac Vean's study. The author attempts to answer the questions:

> what is a materials center?
>
> what can one obtain from such a center as it actually exists?

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[5]Donald S. MacVean, "A Study of Curriculum Laboratories in Midwestern Teacher-Training Institutions," p.146-7.

[6]Louise Stull and Edward G. Holley, "Some Materials Centers in the Midwest," Journal of Teacher Education 11 (December 1960)

As in the previous study, the staff and funds were found to be inadequate. Also, very little choice of materials was available except textbooks and courses of study.

The information reported in these two studies is now over fifteen years old. Many changes may have occurred during the last two decades. In 1973, Johnson[7] made a study of the policies and practices of selected curriculum materials centers. The information and ideas collected were to provide assistance to the College of Education of Northern Arizona University in approaching more adequately the problems of establishing such a center. The author hoped to centralize the audiovisual and print materials together, along with audiovisual and production equipment. He received responses to his questionnaire from 66 curriculum materials centers in 39 states, and visited five centers. Two of the centers which answered the questionnaire are included in the two previous studies: Northern Illinois at De Kalb, and Ball State University. Indiana University is also included.

Procedure

Universities in Illinois, Indiana, and Ohio were selected for this study. Basis of selection was mostly pragmatic. A letter was sent to each participating librarian asking permission to visit the curriculum materials center and to complete a questionnaire. The eight participating universities are:

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[7]Harlan R. Johnson, The Curriculum Materials Center: a Study of Policies and Practices in Selected Centers (Flagstaff, AZ: Northern Arizona University, 1973. Educational Resources Information Center, ED 081 449)

ILLINOIS	Visited	Quest.
Northeastern Illinois University	x	x
University of Chicago	x	x
Chicago State University	x	x
Northwestern University	x	x
Northern State University		x
INDIANA		
Indiana University at Bloomington	x	x
Ball State University	x	x
OHIO		
University of Cincinnati	x	x

Data are tabulated under the following headings: titles, purpose, resources, activities and services, location, administrative organization, organization of materials, hours that the center is opened and selection and acquisition.

Results of the study

Titles

The titles of the centers vary greatly. The content and services of each are basically similar. However, considerable diversity exists in terminology used to identify the centers:

Educational Materials Center (2)
Curriculum Collection
Curriculum Laboratory
Curriculum Materials Center
Curriculum Resources Center
Educational Resources
Materials Center

There is less consensus than in Mac Vean's study in which there are eight different titles for fifteen centers. The

most commonly used were: "curriculum laboratory" (6), "curriculum library" (3), and "publishers' exhibit" (2). One collection was known by the first two titles.

Purpose

More agreement is found in the statement of the purpose of the center. One, which is representative of most of them, states that the purpose of the center is to provide a variety of instructional materials at the elementary and secondary levels in various subject fields for examination and use by pre and in-service teachers in the teaching education program of the university, and for the use of any person in the university interested in teaching materials. Three responses were very general, for example: to provide for the development of professional education competencies.

Resources

All of the centers but two have most of the types of materials listed in the questionnaire. See appendix A. In one case the audiovisual materials are in a separate department of the main library, while in another case, there is no centralization of the audiovisual materials but the curriculum librarian affirms that only professors have some in their offices. The volume of the collection varies greatly according to what was observed during the visits. At Ball State, the curriculum materials are a part of the educational resources which include the audiovisual materials for all campus along with the 16 mm. films. The holdings represent approxi-

mately 131,000 nonprint items and 38,000 print items. The children and young adults books are housed in a different department with the library science books.

The equipment is housed in the center when it contains audiovisual materials, except one where the equipment is elsewhere in the library. In this case, the collection of AV materials is quite small and also there would be no room for equipment in the actual setting which is really contiguous. This situation should improve when the collection moves to the new library which is presently under construction.

Activities and services

The only two activities and services reported by all respondents are:

Collecting and assembling curriculum materials
Lending curriculum materials

The other activities and services reported are:

Assisting in the selection of textbooks (6)
Assisting students in preparation of units of works, lessons plan, etc. (5)
Advising students about curriculum (4)
Editing and reviewing or evaluating curriculum materials (3)

Very little production and publication of curriculum materials is made by the centers. Bulletins and bibliographies are reported once and twice respectively. Under "others" the following is added:

Media production guidesheets and media equipment training manuals

Guide to center. Handbooks

As "other activities", one center added:

instructional materials demonstrations and workshops

media production workshops

media equipment training workshops

microteaching sessions

playback of videotaped microteaching sessions

Location

All the centers visited, except Indiana University, are located in the main library. In Mac Vean's study, 10 out of 15 curriculum laboratories were located in the college libraries; two were located in the laboratory schools; two in the administration buildings; and one in the education building. While in Johnson's, 42 out of 66 were in the main library, 18 in the education building, 5 part of another building, and one in its own building. With respect to the physical facilities of the center, Ball State takes a leading role. Nevertheless, it is difficult to establish comparisons since the latter includes the audiovisual materials for all the campus.

Administrative organization

The administrative organization does not vary widely from one center to another. Six are under the director of the center, one is under the jurisdiction of the main librarian, and one under the chairperson of the education department. The policies, rules, or regulations for the center are determined by different groups. These groups are made up as follows:

The director, with the approval of the Assistant librarian for Public Services

Educational Resources Faculty

The University library administration and the curriculum librarian

Policies unique to the Educational Materials Center are formulated in relation to required library regulations

Director with input from staff, library administration, college of education faculty and administration, and advisory council

The majority of the curriculum materials centers have a professionally-trained librarian in charge: six out of eight. One director has some courses in library science and a doctorate in curriculum and educational media. The other director's position is held by an administrative assistant who has no training as librarian or teacher. Great variation is found in titles assigned to this person in charge:

Head EMC Librarian
Education/Behavioral Sciences Bibliographer
Head of Materials Center
Curriculum Librarian
Education Librarian
Educational Resources Librarian
Director, Curriculum
Director of EMC

Three centers have additional full-time and part-time librarians, and one has another full-time librarian during the summer session only. In addition to the professional personnel, all the centers have clerks, and seven have student assistants.

Organization of materials

The systems of classification employed vary greatly from one center to another. No two collections have the same classification system for all materials. Library of Congress is

used in two centers and Dewey Decimal in three. But all the centers but one also employed other systems for different types of materials. When Dewey Decimal system is used, it is modified so as to divide the collection into broad subjects. The systems generally used for textbooks are grouped either by publishers, then by subject, then by grade level; or by subject, then publishers, then grade level.

In Johnson's study, the two main classification systems used for print materials were:

Dewey Decimal (37)
Library of Congress (15)

The Lois Belfield Watts System, also called U.S. Office of Education System, was used in three centers. For his own center, the author concludes: "Of the classification schemes suggested in my study, the one I find most appealing is the code from the U.S. Office of Education. I have yet to decide between that and the simplified alphabetical arrangement presently used for textbooks, workbooks, and manuals."[8]

None of the centers visited has a union catalog of all the materials housed in the center. In most cases, the catalog is subdivided by types of materials, such as: textbooks, curriculum guides, pamphlets, tests, etc. The textbooks are often entered under the publisher only. Textbooks in Print is then used for authors and titles. None of the materials found in the curriculum materials center could be found in the main library catalog.

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[8]Harlan R. Johnson, The Curriculum Materials Center: a Study of Policies and Practices in Selected Centers, p.41.

Hours that the center is opened

During the regular weekdays, the curriculum materials centers are opened an average of 60 hours; the range is from 40 to 78. Seven are open on Saturday, with an average of 6 hours and a range of 3.5 to 9 hours. Only three are open on Sunday for 3, 4 and 12 hours. Most of the centers have approximately the same schedule for the Summer Sessions on weekdays.

Selection and acquisition

The selection of materials is made, for the most part, by the person in charge of the curriculum material center (7) and by teaching faculty (3). The person in charge is usually well informed on required materials from the clients' requests, and the faculty members decide from the needs of their own courses. In two cases, the curriculum materials center staff also participate in the selection.

There is a great variation in the budget of each center. Five are part of the budget of the main library, one is under the education department, and two receive money from both the library and the education department. Five receive the following amounts: $2,000, $3,000, $3,500, $24,000 and $70,000. The last one includes only audiovisual materials, but it is for all the campus, and they have no separate budget for print materials. For the other two centers, one has no separate materials budget, and the other in many instances depends upon gifts from publishers. This practice is common also in other centers in the case of textbooks and courses of study. A

letter is usually sent to the publishers for complimentary copies of their textbooks, and the ones which are not received are ordered only if someone requests it, or if it appears on the state or the Chicago adopted list, for those centers located in Chicago.

Conclusion

On the basis of the results of the questionnaires and visits, it is difficult to draw one trend or one main direction which would permit a recommendation of certain guidelines for curriculum materials centers. However, this was not the purpose of the study; the purpose was to see what is being done so as to select from this what answers best the needs of a particular situation.

An extensive survey is essential in order to update Mac Vean's study. There are constant changes. Out of eight centers, three are in recent buildings, one moved this summer in a new building, two will move into a library which is under construction, and one will merge with the Education Library. Therefore, another survey conducted in the same centers in 2 or 3 years hence would give different results.

In most centers visited, the person in charge seemed unhappy with the system of classification employed. There should be a study on the type of organization of the materials best suited to the needs of the patrons, and especially on the type of catalog which would facilitate access to the materials not only to faculty and students in education, but to the entire campus.

Appendix A

Resources of the selected centers and their organization

	Northeastern Ill.	Univ. of Chicago	Chicago State U.	Northwestern U.	Northern State U.	Indiana Univ.	Ball State U.	U. of Cincinnati
Materials:								
Textbooks and workbooks	x	x	x	x	x	x	x	x
Courses of study	x	x	x	x	x	x	x	x
Standardized tests	x	x	x		x		x	x
Units of work			x	x	x		x	x
Professional books		x	x			x		
Yearbooks		x						
Materials concerning theory and technique of curr. construction		x				x		
Children's books	x	x	x	x	x			x
Adolescent books	x	x	x	x	x			
Professional periodicals		x	x					
Pamphlets	x	x	x	x	x		x	x
Maps	x		x	x	x		x	x
Posters	x	x	x	x	x	x	x	x
Pictures	x	x	x	x	x	x	x	x
Charts	x	x	x	x	x	x	x	x
Toys and games	x	x			x	x	x	x
Kits	x	x	x		x	x	x	x
Films					x	x	x	x
Filmstrips	x	x			x	x	x	x
Recordings	x	x			x	x	x	x
Film loops					x	x	x	x
Realia	x				x	x	x	x
Others	x					x	x	x
Equipment:								
in the center		x			x	x	x	x
elsewhere on the campus	x		x	x		x		
Organization of the materials:								
Library of Congress					x			x
Dewey Decimal Classification	x		x				x	
Others	x	x		x	x	x	x	x
By media	x	x	x		x		x	x

QUESTIONNAIRE

I. University _____

Name of the center _____

II. Purpose of the center:

III. Specific activities and services:

A. Collecting and assembling curriculum materials:

____ 1. Textbooks and workbooks
____ 2. Courses of study
____ 3. Standardized tests
____ 4. Units of work
____ 5. Professional books
____ 6. Yearbooks
____ 7. Materials pertaining to the theory and techniques of curriculum construction
____ 8. Children's books
____ 9. Adolescent books
____ 10. Children's periodicals
____ 11. Professional periodicals
____ 12. Pamphlets
____ 13. Maps
____ 14. Posters
____ 15. Pictures
____ 16. Charts
____ 17. Toys and games
____ 18. Kits
____ 19. Films
____ 20. Filmstrips
____ 21. Recordings
____ 22. Film loops
____ 23. Realia
____ 24. Others:

B. Equipment:

____ in the center
____ elsewhere on campus

C. Producing and/or publishing curriculum materials:

____ 1. Courses of study
____ 2. Units of work
____ 3. Bulletins
____ 4. Teaching materials
____ 5. Bibliographies
____ 6. Guides for curriculum construction
____ 7. Others:

D. ____ Editing and reviewing or evaluating curr. materials

E. ____ Assisting students in preparation of units of works, lesson plans, etc.

F. ____ Lending curriculum materials

G. ____ Assisting in the selection of textbooks and other mat.

H. ____ Advising students about curriculum

I. ____ Constructing tests

J. ____ Others:

IV. Location:

____ main library
____ education department
____ other:

If floor plan of the center is available, please include.

V. Administrative organization:

____ under the jurisdiction of the main librarian
____ under the head of the education department
____ under the director of the center
____ other:

What group or individual makes the policies, rules, or regulations for the center?

VI. Personnel: who is directly in charge of the collection?

____ a librarian
____ a professor of education
____ other:

What is the title of this person? _____

Is he a professionally trained librarian? _____

Is he a trained teacher? _____

Experience as a librarian _____

Experience as a teacher _____

Number of other full-time librarians ____

Number of part-time librarians _____

Number of clerks _____

Total hours of students help _____

VII. Organization of materials:

____ Library of Congress
____ Dewey Decimal Classification
____ Other:

____ Intershelving
____ By media. Specify:

VIII. Selection and acquisition of materials: who selects materials for the curriculum materials center?

_____ librarian
_____ library staff
_____ teaching faculty
_____ person in charge of the center
_____ other:

IX. Hours that the center is open:

_____ weekdays (including evenings)
_____ Saturday
_____ Sunday
_____ Vacations
_____ Summer Sessions

X. Budget:

_____ Materials

_____ Student assistants weekly

Budget part of the budget of:

____ the main library
____ the education department
____ a separate budget

* * * * *

Number of students in education:

_____ undergraduate program
_____ master program
_____ doctoral program

SOURCES CONSULTED

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